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THIS ANNOTATED BIBLIOGRAPHY ON MANAGEMENT DEVELOPMENT CONTAINS 33 INDEXED ITEMS WITH ABSTRACTS, IN SUCH AREAS AS LEADERSHIP TRAINING, PROGRAM PLANNING AND EVALUATION, HUMAN RELATIONS AND LABORATORY TRAINING. WITH ONE EXCEPTION, ALL THE DOCUMENTS ARE FROM 1966 AND 1967. (SG)

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ERIC CLEARINGHOUSE ON ADULT EDUCATION

MANAGEMENT DEVELOPMENT

Current Information Sources, No. 17

March 1968

U.S. DEPARTMENT OF HEALTH, EDUCATION & WELFARE
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MANAGEMENT DEVELOPMENT, Current Information Sources, No. 17

ABSTRACT

AC 002 009 E MANAGEMENT DEVELOPMENT. Current information sources, No. 17. ERIC Clearinghouse on Adult Education, Syracuse, N.Y. MAR 68 EDRS PRICE MF-$0.25 HC-$1.00 23p.

TERMS: *management development, *annotated bibliographies, *leadership training, *business, *industry, management games, industrial training,

ABSTRACT: This annotated bibliography on management development contains 33 indexed items with abstracts, in such areas as leadership training, program planning and evaluation, human relations and laboratory training. With one exception, all the documents are from 1966 and 1967. (sg)

SECONDARY TERMS: problem solving, human relations, laboratory training, T groups, decision making skills, evaluation, military training, training techniques, instructional technology, program planning, working abroad, educational television, developing nations, university extension,

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AC 001 561 E
ED 013 429

METHODS AND TECHNIQUES OF ADULT TRAINING, 1 (Current information sources). ERIC Clearinghouse on Adult Education, Syracuse, N.Y. DEC 67 EDRS PRICE MF-$0.09 HC-$0.84 21p.

TERMS: *annotated bibliographies, *adult education, *educational methods, *training techniques, military training, management development,

ABSTRACT: This annotated bibliography on adult training contains 35 indexed items, many with abstracts, in such areas as military training, management development, and vocational education and retraining, and on such methods, techniques, and related aspects as research methodology, training costs, correspondence study, programed instruction, training objectives, and terminology. (ly)

SECONDARY TERMS: program costs, research methodology, programed instruction, vocational retraining, training objectives, correspondence study,

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AC 001 562E
ED 013 430

MANAGEMENT DEVELOPMENT, 1 (Current information sources). ERIC Clearinghouse on Adult Education, Syracuse, N.Y. NOV 67 EDRS PRICE MF-$0.09 HC-$0.68 17p.

TERMS: *management development, *annotated bibliographies, industry, management games, university extension, supervisory training,

ABSTRACT: This annotated bibliography on management development contains 28 indexed items, many with abstracts, in such areas as human relations and leadership training, program planning and evaluation, business games, discussion group behavior, and company and university sponsored programs. Also included are comparative studies of programs and methods in several countries. (ly)

SECONDARY TERMS: interpersonal relationship, business, leadership training, teaching guides, program planning, listening skills, group behavior, sensitivity training,

AC 001 396 E RESEARCH AND INVESTIGATIONS IN ADULT EDUCATION. ERIC Clearinghouse
ED 012 877 on Adult Education, Syracuse, N.Y. SUM 67 EDRS PRICE MF-$0.18 HC-$2.64
66p.

TERMS: *adult education, *research reviews, adult learning, program administration, program planning, teaching methods, group instruction,

ABSTRACT: The 177 reports comprising this research review deal with such areas and topics as learning-related abilities, interests, and motives, program planning and administration, learning formats and environments, instructional methods and techniques, adult basic education, vocational education, management and the professions, institutional sponsors (chiefly in extension education), and research methodology. As stipulated by the Educational Resources Information Center (ERIC) of the U.S. Office of Education, each report includes the title, author, standard bibliographic citation, and a signed abstract summarizing purpose, methods, and findings in about 200 words. Except for reports from standard journals and other published sources, most items listed can be purchased in microfilm, microfiche, or hard copy reproduction either from University Microfilms, Inc., or from the ERIC Document Reproduction Center (EDRS). (This document was also published in Adult education, Volume 17, number four, Summer 1967. Adult education is issued quarterly by the Adult Education Association of the U.S.A., 1225 Nineteenth St., N.W., Washington, D.C. 20036) (eb)

SECONDARY TERMS: individual instruction, training techniques, adult educators, research, adult vocational education, adult basic education, management development, professional continuing education, rural extension, university extension, vocational training, correspondence study, participation,

AC 001 758 E UNIVERSITY-SPONSORED EXECUTIVE DEVELOPMENT PROGRAMS IN THE PUBLIC SERVICE. Stewart, Ward * Honey, John C. U.S. Office of Education, Washington D.C. OE-56023 66 DOCUMENT NOT AVAILABLE FROM EDRS 83p.

TERMS: *inservice programs, *public officials, *university extension, *leadership training, *management development, national surveys,

ABSTRACT: Results are reported of a 1965 survey, undertaken by the U.S. Office of Education and the National Institute of Public Affairs, of midcareer public service executive development programs in American colleges and universities. The following data are given for each institution--sponsor, program title, address, background information, duration and scheduling, participants, curriculum, objectives, teaching methods, distinctive features, faculty and staff, living arrangements, fees and methods of payment, awards or certificates at completion, prospects for continuation or expansion, persons to contact for further information, and further comments. Also discussed are the overall characteristics of current university-sponsored executive development programs, examples of non-university programs, issues (mainly on teaching styles and educational objectives) in executive development at universities, and the relationship of growing public service skills and manpower needs to the future contributions and approaches of universities to midcareer education. (The document includes an appendix and 259 references.) (This document, FS 5.256-56023, is available for $.45, from the U.S. Government Printing Office, Washington, D.C. 20402) (ly)

SECONDARY TERMS: program descriptions, program length, financial policy, units of study (subject fields), scheduling, residential programs, private agencies, educational objectives,

AC 001 642JI THE CONTRIBUTION OF ADULT EDUCATION TO MANAGEMENT EDUCATION (In THE VOCATIONAL ASPECT OF SECONDARY AND FURTHER EDUCATION, 19(44) /208-217, Autumn 67). Davison, John. 10p.
TERMS: *management development, *higher education, *industrial education, *educational objectives, *educational needs, university extension,

ABSTRACT: Two major historical aspects of adult education in Britain are the achievements of the Workers' Educational Association and the unviersity extension movement in establishing liberal adult education, and the founding (1920) of the Institutes of Public Administration and Industrial Administration, which promoted systematic study of problems and procedures by middle and lower middle management and administrative personnel. Problems in management education, where the experience of British adult education seems relevant, are the likelihood of rapid and prolonged technological change, the need to distinguish more sharply between the needs of technology and the professions and the needs of management, the differences between the tasks of educating managers and of providing adequate up to date management services, and an increasing impetus toward self supervision and self supervisory groups. Consequently, broader and more flexible schemes of professional and industrial education should be encouraged as a means of bringing academic resources into business and industry and of helping to influence the academic curriculum itself. (The document includes eight references.) (ly)
SECONDARY TERMS: industrial structure, socioeconomic influences, government role, historical reviews, organizations (groups), Institute of Industrial Administration, Great Britain,

AC 001 357 E EDUCATION IN BUSINESS AND INDUSTRY. DeCarlo, Charles R. * Robinson, Ormsbee W. 66 DOCUMENT NOT AVAILABLE FROM EDRS. 127p.
TERMS: *adult education programs, *industry, *business, *cooperative education, *industrial training, work study programs, inplant

ABSTRACT: Continuing education is discussed as vital to the prosperity of business and industry when technological changes require continual readjustment of job requirements. Roles of industry, universities, and government cooperating to provide the resources, materials, and incentives for continuing education are proposed. Discussions include--(1) problems of content, administration, and values of educational programs in business as compared to those in schools, (2) the nature of modern business, cost of programs, leadership development, and the relationship of company to community, (3) education and training programs for the individual in the form of apprenticeships, on-the-job-training cooperative and work study programs at high school and college levels, as well as engineering, research, and marketing training programs, (4) programs for managers including in-company programs, selection of staff and participants, and out-company programs, and (5) difficulties in evaluating programs. A bibliography is included. This document is available from the Center for Applied Research in Education, New York, N.Y. (rt)
SECONDARY TERMS: programs, out company programs, research needs, management development, school industry relationship, instructional staff, program evaluation, curriculum development, employment level, technological advancement, educational responsibility, universities, skill development, engineering, distributive education, financial support,

AC 001 722AE (SEE AC 001 721) THE EXECUTIVE AND EDUCATION (In THE EXECUTIVE IN TRANSITION by Clarence B. Randall. New York, McGraw-Hill, 1967/39-53). Randall, Clarence B. 67 EDRS PRICE MF-$0.25 HC-$0.68 15p.
TERMS: *management education, *business, *industry, language skills, community involvement, liberal arts, higher education, graduate

ABSTRACT: Higher education has three objectives--to teach the student about himself, to prepare him to live a worthy life, and to prepare him to earn a living. To meet these goals, the industrial executive's specialized training is superimposed on a broad general education which provides him with his most important skills, the abilities to speak and write the English language with clarity and force and to communicate in another language. Graduate training in business administration is desirable but not indispensible. To introduce the young man to every phase of the company's operation and to help him know its people, most corporations offer in-company training. The executive must continue self-education throughout his life through reading and involvement in community activities. Many corporations provide formal study programs for management in cooperation with universities. The executive also has a responsibility to support and improve education at all levels, particularly in his own community, and to help in the training of future executives by occasionally lecturing to a college class and answering students' questions. Education and business cannot be separated. (This document is chapter three in *THE EXECUTIVE IN TRANSITION*, available from the McGraw-Hill Book Company, New York) (aj)
SECONDARY TERMS: study, continuous learning, inplant programs, activity learning,

AC 001 526JI AN OBJECTIVE EVALUATION OF ATTITUDE CHANGE IN TRAINING, A BEFORE AND AFTER STUDY OF 12 STIMULI IN SUPERVISORY PROGRAM (In TRAINING AND DEVELOPMENT JOURNAL 21(11)/23-34, NOV 1967). Abbatiello, Aurelius A. 12p.
TERMS: *management development, *changing attitudes, *participation, *supervisory training, educational research, behavioral science research, research methodology, fundamental concepts, measurement instruments, course content, learning processes, Semantic Differential,

ABSTRACT: Designed to determine whether changes in attitude occurred as a result of exposure to and participation in, a program for development of supervisory talent, this experimental study utilized the Semantic Differential technique to identify relationships between content and assimilation in a learning situation. Before and after the training programs, 41 supervisors rated 12 concepts, representing basic ideas or conditions in the program, on a continuum between polar opposites. These scales covered the three major factors of evaluation, potency, and activity. An intercorrelation matrix was used to determine the degree of related ness between scales. It was concluded that--(1) changes do take place in the participant's attitude toward the program, and the negative attitudes are more amenable to change than the positive, (2) the direction of changes was from extremes of polarities to a neutral position, and (3) the evaluation factor was the most sensitive indicator of change. (The document includes eight references and various illustrations of conceptual models) (pt)
(This article appeared In TRAINING AND DEVELOPMENT JOURNAL, Volume 21, Number 11, NOV 67)

AC 001 721 I THE EXECUTIVE IN TRANSITION. Randall, Clarence B. 67 152p.
TERMS: *management education, *industry, *business, moral values, leadership responsibility, human relations, administrative personnel, activity learning,

ABSTRACT: A retired executive presents his view of management education and executive responsibility and behavior. Mr. Randall reviews both the shortcomings and satisfactions of his career and expresses his business philosophy. Chapters cover the executive of yesterday and today, and the executive and education, law, government, his manners, the new horizons, his conscience, and his private life. (Document is published by McGraw-Hill Book Company, New York) (aj)

AC 001 367 C CHANGING ORGANIZATIONS, ESSAYS ON THE DEVELOPMENT AND EVOLUTION OF HUMAN ORGANIZATION. Bennis, Warren G.
McGraw-Hill Book Company, New York. 66 234p.
TERMS: *social change, *organizational change, *human relations *power structure, *management development,

ABSTRACT: This book, about sociology of organizational change, is divided into two parts--1) an identification of some important evolutionary trends in organizational development, and 2) ways behavioral scientists can illuminate and direct processes of change.

AC 001 364 I DEVELOPING THE INTERNATIONAL EXECUTIVE. AMA RESEARCH STUDY, 83. Chorafas, Dimitris N. American Management Association, Inc. 67 96p.

TERMS: *management development, *cross cultural training, *international business, *administrative personnel, *program descriptions, evaluation, selection, foreign service, role perception, international education, culture contact, Western Europe, United States,

ABSTRACT: This study was based on interviews and correspondence with executives, government officials, academicians, and other authorities on international management. Of the 270 men who participated, 233 were personally interviewed. They represented 188 organizations from Europe, the Far East, the Middle East, South America, and the United States. The research was reported under the following headings -- (1) the role of the international company, (2) what is an international executive? (3) where do international executives come from? (4) worldwide executive development, (5) approaches to management appraisal and inventory, (6) executive development from the European points of view, (7) executive development from the American point of view, and (8) the forgotten men in international operations. A selected bibliography was included in the report. (sg)

AC 001 684 E SOCIAL AND CULTURAL FACTORS IN MANAGEMENT DEVELOPMENT (Management development series, 5). International Labour Office, Geneva (Switzerland). 66 DOCUMENT NOT AVAILABLE FROM EDRS 205p.

TERMS: *management development, *social factors, *cultural factors, *developing nations, *environmental influences, culture conflict,

ABSTRACT: In this collection of papers presented at a 1965 meeting of the International Labour Office (ILO), on social and cultural factors in management development, the problems of adapting and transplanting management theories and practices from highly industrialized nations to developing nations are stressed. An outline of the role of the ILO and the kinds of knowledge needed in regard to social and cultural systems is followed by discussions of the effects of the Indian joint family system, ethnic conflict in a business organization in Nigeria, democratization and professionalization of management in a socialist context (as in Egypt, Yugoslavia, and Iraq), social and educational stratification and related influences in Great Britain, timetabling and business scale problems in tropical Asian countries, the social and cultural milieu of management in Mexico and in Central America, the historical background of Japanese industrialization as related to postwar issues in management, and Belgian contributions to management development in developing nations. (The document includes statistical data, footnotes and references, and appendixes) (This document is available from the International Labour Office, Geneva, Switzerland) (ly)

SECONDARY TERMS: government role, labor force, labor unions, power structure, family structure, conflict resolution, business, industry, industrialization, political influences, ethnic relations, economic development, social values,

AC 001 327 I PENETRATING THE MANPOWER BARRIER (Keynote address, 23rd national conference, American society for training and development, Boston, May 8-12, 1967) (In special issue of the Training and development journal, 21(9)/2-11, Sep.67). Macy, John W. 67 10p.

TERMS: *management development, *federal government, *federal programs, professional continuing education, manpower development,

ABSTRACT: As the result of recent presidential policy on training and education of employees in professional, administrative, and technical occupations, responsibilities for expansion and improvement of training and education throughout the Federal work force were assigned and a Federal Executive Institute established. After reviewing past education procedures, suggestions were made to overcome the critical shortage of trained manpower, among them were- better utilization of available manpower, closer relationships between business and government, better communication with schools and colleges so they can provide the needed skills and knowledges, and need for capable training personnel. (pt)

AC 001 400 E MANAGERIAL AND SUPERVISORY EDUCATIONAL NEEDS OF BUSINESS AND INDUSTRY IN PENNSYLVANIA and SURVEY REPORT OF MANAGERIAL AND SUPERVISORY EDUCATIONAL NEEDS OF BUSINESS AND INDUSTRY IN PENNSYLVANIA. Dubin, Samuel S. * and others. Pennsylvania State Univ., University Park. Continuing Education. 67 DOCUMENT NOT AVAILABLE FROM EDRS 252p.

TERMS: *educational needs, *industry, *management development, *business, *supervisory training, administrative personnel, company size,

ABSTRACT: To determine training needs of managerial and supervisory personnel in Pennsylvania business and industry and to recommend methods of meeting these needs, 3,620 top and middle managers and first-line supervisors from 250 companies completed questionnaires. Data on courses needed, educational background and plans, kind of updating used, educational media preferred, company size, and company attitudes toward education were supplied. Top managers most needed courses in communication techniques and financial management, middle managers in working with individuals, and supervisors in fundamentals of supervision. Both middle managers and supervisors kept up to date through informal discussions and favored programed instruction and correspondence courses after formal classes. Middle managers used workshops or seminars, supervisors used inservice courses. It was recommended (1) that universities offer programs in human relations, communication, and management development in locations convenient to business and provide programed and correspondence courses and educational television, (2) that business encourage employees' study and increase inservice programs, and (3) that employees be aware of educational assistance provided by companies and select appropriate educational media. (Document includes tables and three questionnaires.) (The document is available from The Pennsylvania State University, University Park, Pa., 252p. (aj)

(over)

AC 001 578AE (SEE AC 001 576) EXECUTIVE LEADERSHIP AND DEVELOPMENT (In INDUSTRIAL PSYCHOLOGY by B. vonHaller Gilmer and others. New York, McGraw-Hill, 1966/ 228-253). Hilton, Thomas L. 66 EDRS PRICE MF-$0.25 HC-$1.04 26p.

TERMS: *leadership, *management development, *training techniques, *performance factors, *administrator role, employment level,

ABSTRACT: This chapter from a larger work on industrial psychology discusses leadership stereotypes and conceptions, empirical evidence of actual leadership functions, the selection of potential executives, and methods of executive development. The major problem of leadership is to create situations in which followers willingly accept the leader as their agent in cooperative endeavor. However, existing selection methods (including situational testing), formal job descriptions, and surveys of the duties and the dimensions of the typical executive do not necessarily provide valid measures of effective executive behavior. Moreover, individual leadership must fit the task and the environment. Intelligence, self confidence, sociability, persistence, initiative, ambition, and dominance are key personal attributes. The primary elements in the training and development of potential executives appear to be work assignments and the candidate's immediate superior. (The document includes suggested readings, examples of the use of residential and other university programs, and a structural diagram of the intraorganizational conference group method for training through active decision making.) This document is Chapter 9 in INDUSTRIAL PSYCHOLOGY, by B. vonHaller Gilmer and others. It is available from McGraw-Hill, New York. (ly)

SECONDARY TERMS: business, psychological characteristics, behavior patterns, testing, evaluation techniques, conferences, administrator responsibility, organizational climate, personnel selection, university extension, personality assessment, criteria,

AC 001 576 I INDUSTRIAL PSYCHOLOGY (2nd ed.). Gilmer, B. VonHaller * and others. 66 631p.

TERMS: *industrial personnel, *psychology, *work environment, *human relations, *organizational climate, management development, industrial structure, job satisfaction,

ABSTRACT An introductory text book in the field of general industrial psychology is composed of contributions of experimental, social, counseling, and clinical psychology. This second edition has been rewritten to bring in selected new research-oriented material. Two new subject areas have been added--a chapter on psychological climates of organizations and one on career development. Part I is on General Industrial Psychology. Part II, Industrial Environment, includes a discussion of structures and psychological climates of organizations, and psychology in the marketing environment. In Part III, Personnel Psychology, human needs, personnel selection, training, human relations in supervision, executive leadership and development, and attitudes, job satisfactions, and industrial morale are discussed. Part IV, Men and Machines, covers work and conditions of work, accidents and safety, human factors in systems. Part V, Special Groups in Industry, covers labor-management relations, the handicapped, unemployed, and aging person, and women in industry. In Part VI, Social Interaction and Adjustments, the individual community and individuals in organizations are discussed. Included are indexes, tables and figures, suggested readings, and an extensive bibliography of chapter references. (This document is available from McGraw-Hill, New York) (ly)

AC 001 527JI TRAINING AND RELATIONAL LEARNING THE CONFRONTATION DESIGN. A REPORT ON JOB CARRY-OVER FROM SALES MANAGEMENT PROGRAM (In TRAINING AND DEVELOPMENT JOURNAL 21(11)35-42, Nov 1967). Golembiewski, Robert T. * Blumberg, Arthur. NOV 67 8p.

TERMS· *changing attitudes, *interpersonal relationship, *behavior change, *vertical organization, *laboratory training, opinions, program length,

ABSTRACT· The confrontation design is seen to expedite transfer of learning from a training situation, involving behavior and attitudes, to the work situation. It requires and permits relational learning by--involving participants who are engaged in a common flow of work, involving two or more organizational entities whose members have real and unsolved issues with one another, assuming significant organizational problems which rest upon lack of communication, and realizing that organizational action will result from the interaction. The application of this design in relations between various headquarter activities and supervisors of a field sales force revealed that the design induced positive attitudes and opinions on which problem solving could be based, and freed participants to be more open in acknowledging negative attitudes toward one another while also being motivated to improve matters. (The document includes four references, three tables of data and examples) (This article appeared in TRAINING AND DEVELOPMENT JOURNAL, Volume 21, Number 11, November 1967) (pt)

SECONDARY TERMS· transfer of training, management development, teaching methods, interaction, organizational change, problem solving,

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AC 001 525JE QUANTITATIVE DECISION TOOLS AND MANAGEMENT DEVELOPMENT PROGRAMS (In TRAINING AND DEVELOPMENT JOURNAL 21(11)/9-22, Nov 1967). Nunn, Geoffrey E. * Byars, Lloyd L. NOV 67 DOCUMENT NOT AVAILABLE FROM EDRS 16p.

TERMS: *management development, *program evaluation, *operations research, *units of study (subject fields), *industry, mathematical models,

ABSTRACT: This article outlined the current status of quantitative methods and operations research (OR), sketched the strengths of training efforts and isolated weaknesses, and formulated workable criteria for evaluating success of operations research training programs. A survey of 105 companies revealed that PERT, inventory control theory and linear programing were effective in handling certain types of allocation and scheduling problems. Among the problem areas identified in operations research training were lack of interest and time on the part of management and nonavailability of competent instructors. Improved management was seen to result from directing instruction toward concepts relating to logical problem formulation, problem analysis, and model building. The opportunity for application of operations research tools (dynamic programing, simulation and so on), was seen as important in training, and management games were suggested for this purpose. (The document includes seven references). (This article appeared in TRAINING AND DEVELOPMENT JOURNAL, volume 21, number 11, November 1967). (pt)

SECONDARY TERMS: problem solving, educational problems, management games, research methodology, cognitive processes, simulation, effective teaching, systems analysis, business subjects, testing, employer attitudes, specialists,

AC 001 557JI A SCHEME TO INVOLVE MANAGERS IN TRAINING (In MANAGEMENT OF PERSONNEL QUARTERLY, 5(3)/24-28, Fall 1966). Gitzendanner, Charles. 66 5p.
TERMS: *management development, *training, *educational needs, *task performance, *administrator responsibility, specialists, supervisors, job analysis,

ABSTRACT: A behavioral approach scheme for training industrial employees to meet requirements of present, forecasted, and higher managerial positions has been suggested. Activities have been indicated for supervisors and training specialists to reduce job performance to specific behaviors, and included-- identifying unsatisfactory performances, specific job behavior responsible for such performances, and the formal or informal trainin required to improve the situation. The training specialists will engage in such specific tasks as analyzing job behaviors, computing cost/result relationships of various training programs, establishing a priority list for training programs, and deciding actual teaching methods. (pt)
SECONDARY TERMS: economic factors, prediction, industry, supervisory methods, training objectives, trainers,

AC 001 757 E SUPERVISORY TRAINING, A NEW APPROACH FOR MANAGEMENT, A STUDY BY THE INDUSTRIAL TRAINING SERVICE. Meade, J.P. deC. * Grieg, F.W. Great Britain. Ministry of Labour. Central Training Council. 66 DOCUMENT NOT AVAILABLE FROM EDRS. 69p.
TERMS: *educational needs, *supervisory training, *training techniques, *job analysis, *program administration, program planning,

ABSTRACT: The supervisory training principles and practices advocated in this booklet involve job analysis, appraisal by both managers and trainees, and carefully planned training on an individual and small group basis. Job analysis can be conducted by observation, interviews and other means, and will be aimed at identifying needed skills and knowledge and arriving at detailed job specifications. Individual and group training needs are to be determined through appraisals (including self-evaluations) based on supervisory performance and expressed in terms of specific goals. Managerial responsibility for planning and conducting such training includes providing for on the job development, supplemented by the judicious use of external courses and internal technical, administrative, and human relations training. Training for potential supervisors should be followed by prompt application (assignment of supervisory responsibilities and duties) and by a systematic attempt to evaluate training effectiveness using such criteria as knowledge gain, cost control, output, and reduction of turnover, accidents, and absenteeism. (The document includes suggested training techniques, 13 appendixes, and 12 references) (This document, No. 36-302, is available, for 4s., from Her Majesty's Stationery Office, London, England) (ly)
SECONDARY TERMS: measurement instruments, evaluation techniques, organizations (groups), performance factors, administrator responsibility, evaluation criteria, training objectives, inplant programs, small group instruction, management development, individual instruction, trainers,

AC 000 140 C DYNAMIC MANAGEMENT EDUCATION, AN INTRODUCTION TO THE SELECTION, CREATION AND USE OF CASES, IN-BASKET EXERCISES, THE ACTION MAZE, BUSINESS GAMES AND OTHER DYNAMIC TECHNIQUES. Zoll, Allen A. Management Education Associates, Seattke, Wash. 66 406p.

TERMS: *management education, *business games, *decision making skills, simulators, Boeing Company,

ABSTRACT: The purpose of this manual is to help management teachers in business, government or colleges to be more creative in their teaching methods by (1) thinking about educational methods, (2) creating materials better suited to educational purposes, (3) experimenting in the classroom with the goal of making education more exciting. Management educators at The Boeing Company found that the key to learner interest is his active participation in the learning process. Techniques discussed include (1) the case method, (2) in-basket exercises (general management, management development, and control function exercises), (3) the action maze (the Joe Bailey situation and human relations maze), (4) general management business games (Operation Interlock, creating a functional game, Material Management Simulation, exercise in money and banking, Operation Suburbia). (aj)

AC 001 680 I CONCEPTUAL VS. EXPERIENTIAL MANAGEMENT TRAINING, AN ATTEMPT TO INTEGRATE INSTRUMENTED AND T-GROUP TRAINING (In TRAINING AND DEVELOPMENT JOURNAL, 21(12)/12-17, Dec 67). Burke, W. Warner * Hornstein, Harvey A. 6p. Bibliog., p.17

TERMS: *management development, *T groups, *training laboratories, *evaluation, research, interpersonal competence, participation, feedback, group dynamics,

ABSTRACT: In 1965 and 1966, five-day laboratories were held to develop a rationale for the fuller integration of instrumented and T-group training. The basic units of these residential laboratories were two heterogeneous groups with trainers. Personal, interpersonal, group, intergroup, and finally organizational sessions were held. The trainers were present in the groups, but instruments were used throughout both to initiate and to provide feedback. (Laboratory participants were men and women in their 20s and 30s undergoing a year's training in administration for a large Federal agency.) Regarding client organization, the objective was to develop within the participants an understanding of informal organizational processes and the dynamics of groups and of interpersonal relationships, as well as to encourage evaluation of one's own interpersonal competence. Participation satisfaction was high, especially with the diagnostic group sessions, and 90 percent felt that the laboratories had practical advantages. (Two references are included.) (This document appeared in "Training and Development Journal", volume 21, number 12, December 1967.) (ly)

SECONDARY TERMS: measurement instruments, research design,

AC 001 349 I HUMAN RELATIONS IN MANAGEMENT (2nd ed.). Huneryager, S.G. * Heckmann, I.L. 1967. 887p.
TERMS: *human relations, *organizations (groups), *administration, *leadership, *organizational change,

ABSTRACT: The second edition of this book represents a substantial revision of the 1960 edition. Part II, The manager: background, personality, and role, and Part IX, Human relations skills, sensitivity, and productivity, are new. The other parts, on Human relatio and administration, Leadership, Motivation and behavior, Organization structure and dynamic Communication, Participation and groups dynamics, Organizational change and Human relations in perspective, have been extensively re-oriented and updated. (This document is available from South-Western Publishing Co., Cincinnati, Ohio.) (eb)

AC 001 886 E HUMAN RELATIONS--TRAINING AND RESEARCH. Current information sources, No. 10. ERIC Clearinghouse on Adult Education, Syracuse, N.Y. JAN 68 EDRS PRICE MF-$0.25 HC-$0.96 22p.
TERMS: *annotated bibliographies, *human relations, *research, *laboratory training, research reviews (publications), leadership

ABSTRACT: This annotated bibliography presents 36 citations of the more current literature on human relations training and research, most of them with abstracts. The abstracts have been grouped as research and research reviews, monographs and reports, and journal articles. The documents are mostly dated 1966 and 1967. (pt)
SECONDARY TERMS: training, behavior change, management development, training laboratories organizational change, decision making, military training, community change, changing attitudes, urban areas, self concept, conflict,

AC 001 407JE ED 012 884 BUSINESS GAMES VS. CASES AS TOOLS OF LEARNING, RESULTS OF RESEARCH AT UNIVERSITY OF COLORADO (IN Training and development journal 21(10)/13-23, Oct 1967). Moore, Larry F. OCT 67 DOCUMENT NOT AVAILABLE FROM EDRS. 11p.

TERMS: *management games, *case studies (education), *teaching techniques, *management education, *comparative analysis, research, evaluation,

ABSTRACT: As a teaching device, the management game possesses unique features--direct feedback of decision results and sequential decision-making. The business game and case method are closely related. Both define a collection of data, afford practice in the use of analytical tools, expose trainees to decision-making under conditions of uncertainty, and illustrate the actions of competitors. Attempts to compare the teaching effectiveness of games and cases carried out at Harvard and Northwestern Universities showed no significant differences between the two methods. In another attempt at evaluation, two groups of business students at the University of Colorado used five games and five corresponding cases and were tested at the end of their course. Test results did not support the proposition that games are more effective from the standpoint of learning, in fact, they showed some aspects of learning to be better achieved through the case method. While these studies were not meant to measure motivation, the results suggest that game players are not strongly motivated to learn the basic concepts underlying the game but rather become preoccupied with "beating the system" or with competing against each other. The case method, on the other hand, may provide an atmosphere more suitable to the examination of key issues. (This document appeared in TRAINING AND DEVELOPMENT JOURNAL 21(10)/ 13-23, Oct 1967.) (ai)

SECONDARY TERMS: business education, business subjects, motivation, decision making skills, evaluation techniques, University of Colorado,

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AC 001 732JE STRATEGIES FOR SELF EDUCATION (In HARVARD BUSINESS REVIEW 43(6)/119-130, Nov, 1965). Dill, William R. * and others. NOV 65 DOCUMENT NOT AVAILABLE FROM EDRS. 14p.

TERMS: *independent study, *management development, *career planning, *educational planning, problem solving, decision making,

ABSTRACT: Seventy young managers, facing the challenge of self education, were questioned on their agendas and strategies for learning, and their chances for success in learning. Executives found difficulty in describing agendas because they lacked time, or practice, or a sense of personal identity. Main pressures for self education were to qualify for advancement, and to improve decision making and problem solving skills. A formal learning approach was felt to be the primary means of education, but experiential and exploratory methods were suggested as the most appropriate for dealing with unfamiliar problems. However, choice of learning approach did not vary with the nature of the problem, but with abilities, preferences, and experiences of the men. General principles for self education included--(1) goal-oriented study, and evaluation of results, (2) a willingness to accept new means of problem solving, and (3) integration of new knowledge and experience. Employers often hampered self education attempts through indifference and antagonism to new ideas, and inadequate provision for education. Formal and self education were seen as complimentary to each other. (This article appeared in HARVARD BUSINESS REVIEW, Volume 43, Number 6, November, 1965) (pt)

SECONDARY TERMS: supervisory methods, educational objectives, educational guidance, self evaluation, changing attitudes, continuous learning, personal growth, motivation, adult learning, employer attitudes,

AC 000 618 C TRAINING FOR DIVERSITY, EXECUTIVE DEVELOPMENT FOR HOSPITAL ADMINISTRATORS (IN Training and development journal, 21(5)/29-36, May 67). Allen, Richard G. May 67 8p.

TERMS: *administrative personnel, *health services, *program descriptions, *simulation,

ABSTRACT: After outlining the scope of the field, managerial needs, program design and program availability for hospital administrators, this article describes the Health Services Administrators Development Program at the Center for Hospital Continuing Education, University of Alabama Medical Center, Birmingham, Alabama.

AC 001 528JI INVENTION--A KEY TO EFFECTIVE COACHING, A PROGRAM AT TEKTRONIX TO MAKE COACHING WORK (In TRAINING AND DEVELOPMENT JOURNAL 21(11)/ 44-52, NOV 1967). Banaka, William H. 7p.

TERMS: *management development, *individual instruction, *performance factors, *supervisory methods, *supervisors, technical writing, creativity, task performance,

ABSTRACT: A management training course in coaching was changed to help managers invent and write out performance indicators for their subordinate employees. The three steps for inventing such indicators were--recognizing behavioral objectives, learning four criteria for effectively stated indicators (clarity, realism, relevance, measurability), and learning and applying the invention process, aided by class criticism. Other parts of the course included an introduction to terminology and the coaching process, the development of a statement of responsibilities and performance standards, discussion of performance analysis, and a performance interview. (This article appeared in TRAINING AND DEVELOPMENT JOURNAL, Volume 21, Number 11, November 1967) (pt)

AC 001 676 I AMERICAN MANAGEMENT ASSOCIATION CONFERENCE AND EXHIBIT ON EDUCATION AND TRAINING (3RD, NEW YORK, AUGUST 8-11, 1967). American Management Assn., New York. 67 26p.

TERMS: *learning processes, *motivation, *instructional technology, *public schools, *universities, computer assisted instruction, educational television, instructional television, urban areas, equipment, testing, educational finance,

ABSTRACT: This summary of the plenary sessions of the American Management Association's Third Annual Conference and Exhibit on Education and Training features discussions of the motivational aspects of the learning process, the social and technological dimensions of educational and instructional television, the current role of audiovisual devices in learning, the present state of educational "hardware" and "software", the measurement of educational effectiveness, trends in tests and testing, and means of assessing public school education in America. Addresses on public universities in America, the financing of education in urban areas, and useful areas of partnership between education and industry in promoting computer assisted instruction are included. (This document is available from the American Management Association, 135 West 50th Street, New York, N.Y. 10020) (1y)

AC 001 109 C BEHAVIORAL SCIENCES FOR PERSONNEL MANAGERS. (IN Harvard business review 44(4)/154-162, Aug 1966). Myers, Charles E. Aug 66 8p.

TERMS: *laboratory training, *management development, *research reviews,

ABSTRACT: This article singles out for review some books in the behavioral sciences and related fields which offer useful guidelines for managers interested in improving their personnel administration.

AC 000 530 C CRITERIA FOR CHOICE. (IN Industrial training international, 2,(3)/124-127, Mar 1967). Nelson, John. Mar 67 6p.

TERMS: *evaluation techniques, *management development, *leadership *training, *business administration, program planning, *criteria, *business,

ABSTRACT: This project is an attempt to develop generally acceptable criteria by which the business firm can evaluate different external training courses in business management.

AC 000 489 C VIDEOTAPE RECORDING FOR MANAGEMENT TRAINING, A REPORT FROM WESTERN ELECTRIC ON HOW TO USE TELEVISION. (IN Training and development journal, 21(4)/18-25, Apr 1967) Payne, John C. Apr 67 8p.

TERMS: *video tape recordings, *management development, *self-confrontation, *training techniques, instructional television.

ABSTRACT: Although an expensive training tool, television adds a new technique to the trainers' devices for creating learning designs, but it is no replacement for a competent and sensitive trainer. (eb)

AC 001 436 E MANAGING THE INSTRUCTIONAL PROGRAMMING EFFORT. Rummler, Geary A.,ed. * and others, eds. Michigan Univ., Ann Arbor. Bureau of Industrial Relations. 67 DOCUMENT NOT AVAILABLE FROM EDRS. 293p.
TERMS: *programed instruction, *program administration, *management development, *training techniques, *programed materials, selection,

ABSTRACT: The compendium of case histories on the development of programed instruction materials describes attempts by graduates of a programing workshop to solve management development problems in their own organizations. Areas of discussion are--behavioral technology and manpower development, the programing process, contract (custom-made) programs, published programs, inplant programing, means of introducing programs into the field, approaches to program administration in the field, development of a project by the American Bankers Association, and major variables to be considered in choosing a program source. The outcomes, both successful and unsuccessful, of these efforts suggest that the major causes of programing failures are administrative or managerial rather than technical. (The document includes chapter abstracts and references, charts and figures, and appendixes on management presentations, problem analysis, cost reduction and control, and sources of basic information on programed learning.) (This document is available from the Bureau of Industrial Relations, Graduate School of Business Administration, University of Michigan, Ann Arbor.) (1y)
SECONDARY TERMS: program descriptions, surveys, behavior change, reinforcement, program evaluation, evaluation techniques, training objectives, teaching machines, criteria, business, industry, instructional staff, case studies (education), time factors (learning), program costs, banking, American Bankers Association,

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